

CHAPTER I

INTRODUCTION

There are seven sub-chapters explained in this chapter, including background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Research

One form of communication that being used in our daily life is speaking. Speaking is an oral communication or the expression of ideas, thoughts and feelings in the form of words. In language learning, speaking plays an important role as it shows individual's ability to communicate effectively. Effective communication is not only delivering a messages but also ensuring that the listener understands and responds appropriately.¹ When someone has the ability to speak well, they will find it easy to communicate with others, and their utterances will be easily understood. In learning English, speaking is one of the language skills that should be mastered besides reading, writing, and listening. Speaking is the most important of all basic skills since it is a productive skill.² The output of speaking is the progress of learning a language that helps us communicate and share information with others.

¹ Jack C Richards, *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge University Press, 2008).

² Penny Ur, "A Course in Language Teaching: Practice and Theory" (1996), <https://scispace.com/papers/a-course-in-language-teaching-practice-and-theory-2humvny42k>.

In studying foreign language especially English, speaking can not be separated from the learning process. Speaking has always been part of the English teaching syllabus in schools. Speaking is the most complex skill that students must master, because when someone speaks, they have to think about what they want to say and say it quickly to the person they are talking to.³ In humans, the competence to communicate may be a complicated practice.⁴ Speaking in a new language is more difficult than reading, writing, or listening. This is due to the spontaneous nature of speaking, which requires quick responses between the listener and the speaker. Furthermore, in speaking we should be able to express our ideas or thoughts in clear utterance using appropriate words because it is impossible to edit or revise spoken language as can be done in written communication. Although speaking is complex, speaking is very important to be taught to students at school. Speaking can show the students' ability in learning language. Good speaking skills support listening comprehension and effective sentence construction, enabling students to express ideas and build interpersonal relationships. With speaking activities, students can develop self-confidence, improve pronunciation, expand vocabulary, and practice constructing sentences effectively in spoken form. Speaking also provides an opportunity for

³ Tiara Wulandari, Clarry Sada, and Luwandi Suhartono, "TEACHING SPEAKING BY USING CHAIN STORYGAME IN MTs. IKHLASUL AMAL SEBAWI," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* (2018).

⁴ Jeremy Harmer, "The Practice of English Language Teaching. The 3th Edition," *Longman*, n.d.

students to improve their ability to communicate in real-life situations using target language.

The teaching of English speaking is strengthened and enriched in senior high school level. Teaching speaking in Senior High School level is necessary to provide students with opportunities to practice producing speech sounds and sound patterns; using word and sentence stress; intonation and rhythm pattern; choosing appropriate words and sentences based on the appropriate social environment, audience, situation, and subject matter; and organizing thoughts in a meaningful and logical sequence.⁵ The latest curriculum that being used for teaching at the Senior High School level in Indonesia is *Merdeka Curriculum*. This curriculum is flexible and student centered. *Merdeka Curriculum* aims to foster students' creativity, independence, and active engagement in learning.⁶ This curriculum, frees teachers to use a lot of teaching tools such as literacy assessments, teaching modules, textbooks, and others. English language learning in terms of speaking in *Merdeka Curriculum* is taught in various teaching materials such as descriptive text, recount text, exposition text, narrative text, and so on. Aligned with the aims of *merdeka curriculum*, teaching speaking is integrated through interactive and student-centered learning activities.

⁵ Aris Widaryanti, "Teaching Speaking in Senior High School Using Gallery Walk," *JELTI Journal of English Language Teaching and Islamic Integration* 2, no. 2 (2019): 206–217.

⁶ Husnul Haq and Wakidi, "Evaluation of the Implementation of the Merdeka Belajar Curriculum in Secondary Schools in the Digital Era," *International Journal of Post Axial: Futuristic Teaching and Learning* 2, no. 4 (2024): 215–228.

Teaching speaking is kind of challenging for teachers. It is because the students still have difficulties in producing words in oral form. Students difficulties in speaking comes from several factors namely they have nothing to say and have no ideas to express, afraid of making mistakes, and still use their mother-tongue to speak.⁷ In addition, low or uneven participation is also a problem on students' speaking abilities. This occurs when one student who speaks a lot dominates the activities in class, resulting in uneven participation and other students tend to be passive and do not have enough opportunity to express their ideas or opinions. Not all students in the classroom take parts in speaking during the class, some produce one or two sentence, few dominates the speaking activity, and the rest just keep silent and listen what the others says. Based on the researcher's preliminary observation, the tenth graders at MAN Kota Blitar still face difficulties in speaking during classroom's speaking activities. Many students are have difficulties in pronouncing words correctly, making them afraid of making mistakes and tend to rely on their mother tongue instead of using English. Additionally, there is low student participation in speaking activities, leading to an imbalance where some students dominate while others remain passive and silent. For instance, when the teacher asks students to present the results of their work, only a few actively participate, while many remain reluctant to speak.

Teacher's strategy in developing students' speaking ability is very important due to students' problems in speaking. The english teachers need to

⁷ Ur, "A Course in Language Teaching: Practice and Theory."

aware of their students' difficulties in speaking. The techniques used by teachers should provide more opportunities for students to actively and evenly practice speaking in the target language. Especially in this developed era, the learning strategies used by teachers should be more modern and innovative, making language practice activities more enjoyable and achieving the desired learning goals. Teachers should encourage students' communicative competence all the time, and besides their limitations to use language fluently and accurately, teachers should provide students with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language. A suitable modern technique that teachers can use for developing students' speaking skills is the chain story technique. The chain story is a technique in which students take turns adding sentences as the story moves around a group circle. The teacher initially provides a sentence starter, and then each student in the circle adds a sentence.⁸ The starter sentence provided by the teacher is to provide the initial context and spark students' imaginations so that they can develop stories based on their own imagination. The Chain Story technique provides students with equal opportunities to speak and contribute their ideas to continue the story initiated by the teacher. This approach is highly engaging because students may be develop stories with their imaginative.⁹ The Chain Story

⁸ Friederike Klippel, "Chain Games," *Aus der Praxis - für die Praxis: Englisch* (1984): 367–369, <https://epub.ub.uni-muenchen.de/9863/1/>.

⁹ Anne O'Keeffe and Michael McCarthy, "Research in The Teaching of Speaking (Pre-Published Version)," *Cambridge University Press: Cambridge Journals* 24 (2004): 26–43, <http://hdl.handle.net/10395/2295>.

technique can also improve students' vocabulary and make them more confident in expressing their ideas. By aligning with some theories such as Social Constructivist Theory and Communicative Language Teaching, the chain story technique provides a powerful framework for effective language learning.¹⁰

Several studies have been conducted that are relevant to this present study. The first study was conducted by Aini *et al.* in 2024, entitled “*The Influence of Chain Story Technique In Speaking Skill*”. The results of this study showed a significant difference in speaking ability between students who were taught using Chain Story technique and those who were not. The second study was conducted by Fitri *et al.* in 2023, entitled “*Using Chain Story Technique to Improve Students’ Speaking Skill*”. The results of this study revealed that the Chain Story technique can improve students’ speaking skills as well as their participation and interest in the teaching and learning process. The third study was conducted by Felogau in 2021, entitled “*Chain Story Technique in Improving Student's Speaking Achievement at the Eleventh Grade of SMA Negeri 1 Nabire*”. The research results showed that the Chain Story technique was effective in improving students' speaking achievement, as evidenced by the average pre-test and post-test scores which are fair. The last, a study by Uktolseja *et al.* in 2019, entitled “*Implementation of chain story techniques to improve english speaking ability at immanuel YPK vocational high school, Sorong City*”, demonstrated

¹⁰ Nur Aini, Mochammad Hatip, and Nurkamilah, “The Influence of Chain Story Technique In Speaking Skill,” *Jurnal Pendidikan Bahasa Inggris Proficiency* 6, no. 2 (2024): 196–209.

very significant positive changes in the students' speaking abilities after being taught using the Chain Story technique. The students became more confident and brave in speaking English.

Based on the explanation above, it can be seen that research on the effectiveness of using the Chain Story Technique on students' speaking abilities is still limited. Additionally, previous studies have not specifically investigated the effectiveness of the Chain Story Technique in improving the speaking abilities of tenth-grade students at the Madrasah Aliyah level, particularly in the context of narrative text material. To fill these gaps, this research aims to find out the effectiveness of using Chain Story technique on students' speaking abilities, focusing on tenth-grade students at the Madrasah Aliyah level, especially in narrative texts, which have not been explored much in previous studies. Therefore, the researcher conducted this research by the title "The Effectiveness of Using Chain Story Technique on Students' Speaking Ability at MAN Kota Blitar."

B. Formulation of Research Problem

Based on the background of the research, the researcher formulates the research problem as follow:

"Is there any significant difference on students' speaking scores with and without being taught using Chain Story Technique on the tenth grade of MAN Kota Blitar?"

C. Objectives of The Research

According to the background and formulation of the research problem, the objective of this research is to find out whether there is a significant difference in students' speaking scores with and without being taught using Chain Story Technique on the tenth grade of MAN Kota Blitar.

D. Research Hypothesis

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. In this case, the alternative hypothesis (H_a) and null hypothesis (H_0) read as follows:

H_a : There is a significant difference in students' speaking scores with and without being taught using the Chain Story technique in the tenth grade of MAN Kota Blitar.

H_0 : There is no significant difference in students' speaking scores with and without being taught using the Chain Story technique in the tenth grade of MAN Kota Blitar.

E. Significance of The Research

The significance of this research are:

a. For Students

The use of the Chain Story technique hopefully can motivate and foster students in developing their English speaking abilities and provide equal opportunities for them to confidently speak in English both inside and outside the class.

b. For Teachers

To provide information to English teachers about modern and innovative techniques that can be used in teaching Narrative Text to develop students' speaking skills equally.

c. For Researcher

This research is expected to be useful for future researchers who wish to conduct research on Chain Story Technique.

F. Scope and Limitation of The Research

To avoid misunderstanding, the researcher defined the scope and limitations of this research. The scope of the study focuses on the effectiveness of using the Chain Story technique on students' speaking ability. The limitation of this study was that it was conducted at MAN Kota Blitar, with the subjects being tenth-grade students, and it involved only two classes: one as the experimental class and the other as the control class. There were various texts that the tenth-grade students at MAN Kota Blitar were required to learn, such as Recount Text, Descriptive Text, Procedure Text, Narrative Text, Exposition Text, and others. However, this research was conducted on Narrative Text material.

G. Definitions of Key Terms

To clarify and avoid misinterpreting the term used in this study, some definitions are put forward:

1. Effectiveness

Effectiveness is the ability to produce the desired result and test whether the strategy's success is effective or not. Effectiveness also defined as the result of statistical calculations that reveal a significant difference in scores between the experimental and the control group. If the T-test result shows $\text{sig.} \leq 0.05$, the alternative hypothesis is accepted. Conversely, if the SPSS result shows $\text{sig.} \geq 0.05$, the alternative hypothesis is rejected.

2. Chain Story Technique

Chain story is a technique in which students take turns adding sentences as the story moves around a group circle (Klippel, 1984).¹¹ The teacher initially provides a sentence starter to provide context and spark students' imagination. Then, each student in the group adds sentences until it becomes a coherent story. In short, the concept of chain story is to continue the story composed by others until it becomes a coherent story.

3. Speaking Ability

Speaking ability is the ability of students to speak orally in English to convey their ideas, opinions, or feelings by using the right vocabulary and correct pronunciation as way to make the message clearly delivered and well understood by the listener.

¹¹ Klippel, "Chain Games."